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ABSTRACT

This study examines what fourth year Open Education Faculty students enrolled in economics and business administration education in Anadolu University's distance education program expect from their faculty in terms of leisure time activities and how they spend their leisure time. Additional questions addressed include the personal, social, and economic characteristics of the Open Education Faculty students; the activities that these students engage in during their leisure time and any relationships between these activities and the students' socioeconomic characteristics; and how they divide their time into periods for studying and working. The first chapter discusses the phases of the conflict between man and nature in terms of the relationship between man and his leisure time activities; social change due to technological development; and leisure time activities and socioeconomic conditions. The second chapter describes the methodology used for the survey, which included a questionnaire, the target population of all fourth year Open University Faculty students, and data collection. The third chapter analyzes the data and discusses the findings, including time spent in activities related to sports and fine arts, mass media, and hobbies, as well as spending time aimlessly. The last chapter presents the results of the study together with recommendations, and discusses the desire of these students for the establishment of Students Culture Education Centers for leisure activities, the costs of such centers, and the services they would provide. (Contains 20 references.) (ALF)

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FINDINGS OF A RESEARCH ON THE STUDENTS' USE OF TIME
A Case Study of the Anadolu University Open Education Faculty in Turkey

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FINDINGS OF A RESEARCH ON THE STUDENT'S USE OF TIME (*)

A Case Study of the Anadolu University Open Education Faculty in Turkey

ABOUT THE STUDY

by dr. Uğur DEMİRAY (**)

This study deals with the guestions of how the Open Education Faculty students spend their leisure time activities. In order to find out the answers, some of the characteristcs of the Open Education Faculty students were compared with those of the other university students in terms of leisure time activities.

This study consist of four chapters. The first chapter summarizes the phases of the conflict between man versus nature. And in terms of the relation between man and his leisure time activities, it introduces the "modern man" experiencing social change due to technological development. This chapter also includes the relationship between the individual and the society in terms of leisure time activities and socio - economic conditions. And the Open Education Faculty, which is the Distance Education institute in Turkey, has been introduced briefly.

(*) This paper prepared to present at 1 st European Leisure Forum held by Leisure and Recreation Association (ELRA) in Zurich,on October 25-28, 1988.

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The second chapter includes the method, the control group, data collection and the guestionnaries used during the study.

In the third chapter the analysis of the data and the comments take place. This part also includes the comparisons of leisure time activities of the university students with those of the Open Education Faculty students.

The last chapter includes the conclusion part and the results of the study and the suggestions for further studies.

INTRODUCTION

Today, the most remarkable characteristics of the modern life is the problems created by the communication phenomenen which bring with it a complicated technology. Therefore, in today's modern world the network of production, transportation, communication and sociological, psychological, socio-psyhological and economic relationships have a great effect on individuals and consequently, individuals have to spend their time most economically outdoors and indoors that is, at home and in the office.

When the individual moves from traditional offices to more modern offices - that is to say the place to live in and the place to work become separated - he feels the necessity of using his time ecomomically. Thus there is some time left for the individual bet-ween the time he spends at home. This period of time has been the given different names such as "free time", "leisure time", "time outside working hours" and "spare time".

In 1883 when Paul Lafargue wrote his article "The right for Idleness" (Leuroita la Poressa) free time was considered to be the mother of for all evil. Whereas today, free time and cultural activities are regarded as the "butget of life " and as the universal human right (Abadan, 1961, pp:2-3).

During the period from 1880s to 1990s the consideration of the negative concept of free time has been changed to a positive one: that of human right. During this period of hundreds of years in parallel to the social change the concept of leisure time activities has become different.

Both in the developed and developing countries, the time people spend for work and for leisure has become seperate periods. ındustrialisation is one of the factors for this. In the 19th century working hours per week was 75 hours in average whereas recent years this period has decreased to 40-45 hours (Abadan : 1961 p: 12). Nowadays it is observed thet massed of people protest this period of 40-45 weekly working hours and want than to decrease to 35 hours. The reason for this is thet the 20th century man, who has become "automated", has a need and long for more leisure time.

The growth of population, industrialisation, urbanisation, social change, decrease of working hours, technological development, the wide use of mass-media, the change in cultural values and the ecomomic level the individuals have are among the factors which determine the individual's use of then time.

The term "leisure time" can be defined simply as the period of time which is not occupied. In English such meanings as "free time", "not having anything to do", "break" are given to this concept. (Redhouse : 1985, p: 563).

The term has the same meaning (Frei Zeit) in German, too.(German - Turkish Dictionary : 1976, p: 133) In French it means (Temps Libre) "free time" again (Saraç, 1976, p: 1272/1355).

The term "leisure time" has been given many different scientists studying in this field. One of the definitions is that leisure times "the time the individual spends for his needs except sleeping " (Gökmen and at al,1985, p:15). Crandal's definition is as such : "the period of free time spent for any need". (Crandall,1980, p: 45). Abadan names leisure time as "free time" and in her study titled "Leisure Time Activities of University Students "she gives the following definition: "It is the period of time left except sleeping, eating,bathing, attending univerty or working" (Abadan, 1961, p: 3). According to Tezcan, leisure time is "the period of time when the individual is free from all his responsibilities and deals with an activity for himself and also for others" (Tezcan, 1977, p: 4). Of courses it should be remembered that the individual's free time activities depend on the alternatives he is provided with.

Abadan states that leisure time is "the time that the individual can spend apart from the time he spends for production. And this is due to technological and social development (Abadan, 1961, p: 3). Menteş defines free time as such :"the time left to the individual - or society - after covering all his basic needs like working and sleeping

(Menteş, 1973, p: 71). Gökçe's definition is this : "Free time is the time when the individual is free from all his responsibilities and duties" (Gökçe, 1984, p: 93).

So far many searches on the Turkish university student's use of time have been carried out. The concept of the use of time has been studied from different viewpoints and the relations between the present data and the data which is desired have been studied.These many different studies have of course common points with one another. The titles of some of these studies are as follows : "Evaluating Leisure Time ", "Leisure Time Activities", "Use of Time for Pleasure", "Free Time", that many different terms have been used for free time -though the crucial point emphasized in these studies is the "use of time " and "evaluating free time".

Distance education system, which originated first in 1960s in Turkey as Education Through Mail, started to be used in Eskişehir Anadolu University in 1980s after the necessary researches and pilot projects have been succesfully completed.Turkish Distance Education System has two programs - for the time being : Economics and Business Administration. These programs started in 1982.

In this system the students do not have to attend the school, they can watch their lessons on TV and their books are mailed to them. Therefore, the distance education studens must be more careful and sensitive in their use of time than the others university students. The Open Education Faculty students, who are given the same rights as the other university students, have to be

active in their relationships with the Open Education Faculty. This is their responsibility.In other words, those studends have to train themselves to be succesful because they are away from such problems which the other students face as accommodation in another city, preparing term papers, being late for class and providing written course material, etc.

The Open Education Faculty students watch TV programs prepared for their courses and use the written material mailed to them.Besides, these students are also provided with face to face education programs prepared by the unit of Academic Advising in the universities which are in cooperation with the Open Education Faculty.

Open Education Faculty students are given one midterm. The grade taken in this midterm effect the final 30%. At the end of the term the students are given a final exam and if they are not successful a resit. These exams are market with the help of computers. Therefore sometimes some students get a grade like 49 out of 100 and they fail. This can be regarded as a sign of objectivity for the distance education system.(Because in the other education institutions, the grading system can be said not to be so objective). This means that the Open Education Faculty student has to exploit his time more carefully.

For a university student it is natural to made friends with other students to have a circle of different people, to join the social life and to use his time and energy for the society he lives in. The university, or the education institution, is responsible for preparing such a social life for its students as well as providing a satisfactory education.

The idea mentioned above determines the problem of this study. What the Open Education Faculty students expect their institution should do to fulfil their social relations and their abilities has become a must. The question of curiosity. And now, examining - from a scientific viewpoint - the Open Education Faculty students use of their free time depending on the alternatives they are given has become a must.The question of to what extent the public is right in seeing the Open Education Faculty students as those who have nothing to do all the time. The problem of the study can be formulated in this way.

PROBLEM

The problem can be stated as such : what are the Open Education Faculty students expectations from their faculty in terms of their leisure time activities?
The solution this problem depends on the answers of the following sub problems.

1) How to the Open Education Faculty students use their time?

2) What activities do they have during their leisure time? What relations are there between those activities and their social and economic characteristics?

3) What are their expectations in terms of leisure time activities?

PURPOSE

The purpose of this present study is to determine the Open Education Faculty "Ecomomics and Business Administration students use of their leisure time and their

expectations from the faculty through a descriptive method.

At the same time throughout the study finding out some general characteristics of the target-mass and their relationships and developing helpful suggestions based on this data has also been aimed at.

Throughout the study the following questions have been considered:

1) What are the personal, social and economic characteristics of the Open Education Faculty students?
2) How do they divide their time in to periods for studying and working?
3) What are their leisure time activities and what is the relationship between these activities and the students socio-economic characteristics?
4) What are their expectations from the faculty in term of their leisure time activities?

IMPORTANCE OF THE STUDY

Anadolu University Open Education Faculty has always felt the need for such studies to develop the distance education programs. Therefore, it is clear that the results and findings which would be reached at the end of the study will enable the units responsible for carrying out the programs to take new decisions. In addition to this the suggestions obtained from these findings will be helpful the other universities, for the Ministry of Education and the other educational institutions in taking more precise and time saving decisions. This study will also be helpful

in preventing prejudices aganist the Open Education students need for explaining their problems to statermen and in this way evaluate the feedback they will obtain from this communication. This study will also help the Open Education Faculty students establish the necessary communication between the student and the faculty administrators. Also, this study is expected to shed light for further studies.

Moreover, this study is believed to inform the scientists from different countries of this system.

Finally, the study will acknowledge educationists and leisure time scientists to understand tomorrow's potential because it will reveal the Open Education Faculty student use of time and their attitudes clearly.

HYPOTHESES

In this study the following points are regarded as hypotheses .

1) Target mass has diagnosable differences and tendencies in the use of free time.

2) The Open Education Faculty Programs have also different responsibilities other than information transfer. The Open Education Faculty should help its students develop sound personalities.

3) The Open Education Faculty can help the students increase their knowledge on "participation-prodution".

4) Throughout the study, the students Who were asked to answer the questionnaires have answered those questions in terms of their personal ideas.

LIMITATIONS

When benefitting from the findings of this study some limitations should be taken in to consideration:

1) The place where the search has been carried is Anadolu University. The subjects are the fourth-year students registered to the "Economics and Business Administration programs in the year 1985-86. The day- time students attending the Open Education Faculty Distance Education part are not taken in to consideration. Only the Open Education Faculty distance education fourth-year students were dealt with. This group is the first group of students who and therefore there may be some limitations in the findings in terms of the folowing groups of distance education students.

2) The limitations in social sciences due to the factor of "man" are the same for this study, too.

THE DEFINITIONS

The basic terms and abbreviations used throughout the study are as follows:

Leisure time : The period of time which the individual uses for activities other than his basic needs like sleeping, eating, studying and working.

Leisure Time Activities : The sum of all activities like recreation and relaxation which are performed in a period of time other than the time spent for basic needs and the activities which require participation in society.

The Open Education Faculty Programs : These programs are four-year B.A. programs carried out by the Anadolu University Open Education Faculty since July 20,1982 depending on the Higher Education Institution law number 2547, the article number 41.

Distance Education : The method of education carried out with the help of contemporary educational technology.

Fourth - Year Students : The students who registered the Open Education Faculty in 1982-83 and are at the fourth year in the year 1985-86.

ANBİM- Anadolu University Computer Center.

ÖKEM-Student Education Culture Centers which are planned to be established.offering by author. It can be call in English shortly SECC).

Passive Leisure Time Activities : The kind of leisure time activities such as going for walk, dancing, watching TV, listening to the raido.

Active Leisure Time Activities : Reading, dealing with fine arts, doing exercises and knitting are this kind of activities.

THE METHOD

This part includes the target-mass and the control group first and later the data collection and the analysis of the data.

TARGET MASS and THE CONTROL GROUP

Target -Mass : The Open Education Faculty fourth-year students Economics and Business Administration consist of the target-mass - As stated in problem of the study their way of leisure activities and their use of time and their expectations from the faculty will be analysed.

Control Group : In this study all the fourty-year students were taken in to consideration.Since these would not be any problems in data collection a countrol group out of the fourt year students has not been formed. Therefore, this group of students will be called the control group throughout the study.

The control group of the study is the group of 9949 studens who registered to the Open Education Faculty in 1982-83 and are the fourth-year students in 1985-86.

DATA and DATA COLLECTION

The data collection for the study has been planned in two parts. In the first part , the written materials in this field have been used. In the second part, the studies varried on the university students has been taken as the starting point and the Open Education Faculty in students were compared with the other university students in terms of their similar of different characteristies. This has been done throug the use of questionnaires.

The answer forms of the questiannaires were collected in February 2, 1986 in ANBİM and analysed by computers to see whether the answers are given in correct way or

not. 8382 questionnaires out of 9949 (84%) were seen to be answered correctly and 389 questionnaires were incorrectly answered and 1178 questionnaires were not answered at all.

ANALYSIS OF THE DATA

In this present study, the Open Education Faculty students tendency to evaluate their leisure time has been taken into consideration. And this tendency will be explained in terms of personal, social and economic variations. This situation can be expressed as follows (Y= leisure time activities and X= personel, social and economic variations) :

$$Y = f(X_1 + X_2 + X_3 + x_4 + \ldots\ldots X_n)$$

As it has been stated before, the variation that we would like to explain in this study is the students tendency to evaluate the leisure time. For this the data collected through questionnaires have been used. The variations whose relationships with the students tendency of spending their leisure time are personal, social and economic variations related with students.

In order to find out the answers to the questions such as the Open Education Faculty students tendency for leisure time activities and their use of time and their expectations the marginal distribution of the data obtained from the questionnaires have been used. Khi square test has also been used for test of cross tables.

khi square test formula is :

$$X^2 = \frac{(fo - fe)^2}{fe}$$

fo= observed frenquency
fe= expected frenquency

In cases when meaningful conclusions are reached the amount of relation between the variations are determined with contingency number:

$$C = \frac{X^2}{N+X^2}$$

FINDINGS and COMMENTS

This part includes the information on the Open Education Faculty students and on their tendency of spending their leisure time more effectively. The students expectations from their faculty have also been cosidered. The information collected has been analysed in terms of the personal information on the students, their tendency of using the time for working or studying . And as for the leisure time activities, dealing with the arts, benefitting from the mass-media, their hobbies and developing their abilities and participation in leisure time activities.

SOME SOCIO - ECONOMİC CHARACTERISTICS OF THE OPEN EDUCATION FACULTY STUDENTS

It is possible to summarize the characteristics of the target - student in this study. These are students most of whom work out and are married and older than the other university students. Most of these students have financial problems and almost half of them live in towns and villages. The majority of these students live with their families and the families of most student consist of five or more members. The educational level of their parents is a bit lower than that of the other university students (especially the rate of the parents who are univeristy graduates is very low). Most of the Open Education Faculty students parents are office - workers or factory workers or retired.When this is compared with that there is not a big difference. The families of the Open Education Faculty students are financially supported by one (almost half of the families). 72% of the Open Education Faculty students the monthly income ranger from 30.000 Turkish liras to 120.000 Turkish liras. Over half of the Open Education Faculty students' residences are convenient in terms of the number of rooms they have. Half of the students have their own study-rooms. As for the facilities the students are provided with and the use of mass-media, they can be said to be satisfied. These students think that their families are more democratic then the other university (traditional) students families in terms of the family relationships and their freedom.

OPEN FACULTY STUDENTS' USE OF TİME

The first question stated in the problem of the study is about the Open Education Faculty students use of time. The students were asked in the guestionnaire the question of how many hours they spend at the work per week and how many hours they spend in order to obtain satisfactory answers.

The questions of " How many hours do you spend at work per week " has been answeredas follows: 41% (3416 persons) of the students : "I do not work ", 4 % (315 persons) of the students: " Less than 20 hours ", 16% (1335 persons) of the students : "20 - 40 hours ", 24% (1991persons) of the students: "41 - 50 hours " and 13% (1130persons) of the students: "more then 50 hours ".

195 students did not answer this question. As seen from the answers 41% of the students do not work 53% work for more than 20 hours. This shows that 37% of the students (in the control group) can be accepted or working full- time.

The question of "Can you study regularly? If so how many hours do you spend to study a day? "has been answered as follows: 48% (4013 persons) : " I can't study regularly", 6% (500 persons) : " Less than an hour ", 30% (2055 persons) : " 1-2 hours", 13% (1112 persons) : " 3-4 hours " and 3% (210 persons) : "5 hours or more". 42 students did not answer this question. It is seen that almost half of the students do not study regularly 6% study 1-4 hours and 15% 3 or more hours.

The last question related with the the use of time is the question of "How many hourse a day do you have for leisure time activities?". This question has been answered as follows:

22% (1872 persons) : "I have no free hours left ", 34% (2862 persons) : "1-2 hours", 28% (2382 persons) : " 3-4 hours", 11% (931 persons) : "(5-6 hours", and 3% (314 persons) : "7 hours or more ". 21 student did not answer this question. It is seen that overhalf of the students have free hours 1-4 hours and 15% of them have free hours more than 5 hours a day.

These answers can lead us to the idea that as the time spent for work increases the time spent for studying will decrease. In order to see if this is the case the two questions an the use of time have been analysed together. With the answers to the question of "If you work , how many hours do you have to be at work?" Are considered together with the answers to the question of "Can you study regularly? If so, howmany hours a day do you spend for studying" the following results can be obtained as seen in Table : 1.

TABLE: 1
The Period Of Working Hours and Time For Study

223 Student are out of this analysis.
$x^2_{(4)}=782.37$, $p<0.01$

As seen in Table: 1 there is a relevant relationship between the period of work and the period of study. As it is expected the more the period of work becomes the less the period of study becomes.

The search titled "University Students Leisure Time Activities" has stated that the rate of the student working out is 21%, that of not working is 73% and that of those who

work out during some parts of the year is 6% (Gökmen and et al: 1985,p: 42) where as the rate of the Open Education Faculty students who work out is 5990. This rate is twice as much as the rate of the other university students who work out.

Briefly, the findings can be summarized as follows: Almost half of the Open Education Faculty students study for less than an hour a day or do not study regularly. Those who study for one or two hours a day makes up the 30% those who study for there hours or more makes up the 15% of all the Open Education Faculty students. It has also been noticed that the more the period of working becomes the less the period of studying becomes.

Another point we have noticed is that 22% of the Open Education Faculty students have no free time, and 34% have 1-2 hours of free time a day. This shows that 60% of the students in the control group do not have free hours. It is stated in search carried out by Gökmen and et al that the university students have 1 hour 10 minutes free time on average during the year and during the holidays this becomes 1 hours 35 minutes (Gökmen and et al : 1985, p: 57). "A survey of the leisure time activities of the students at state dormitories" tells us that 74% of the university students have free hours for 1-2 hours a day and 14% have free time more than three hours a day and %12 of them have to free time (Yurtkur:1967, p:35).

Therefore we can say that the idea that "the Open Education Faculty students have a lot of free time because they do not have attend the school" is wrong. This idea originates from the fact that most people do not know that the

majority of the Open Education Faculty students work out.

THE OPEN FACULTY STUDENTS LEISURE TİME ACTIVITIES

The second question in this research is related with the Open Education Faculty students tendency of spending their leisure time. Therefore, the students use of free time has been dealt with from different perspedives such as sports, fine arts, personel activities (hobbies) and using mass-media.

This part deals with the time spend for first spors and fine arts, secondly using mass-media, thirdly sperding, time aimlessly and fourthly hobbies of the students.

Time spents for Sports and Fine Arts

From the answer to the question in this part, it is seen that the rate of the Open Education Faculty students doing sports is 37%, which is higher than that of the other university students. It is also observed that males are more interested in sports than females. Over half of the Open Education Faculty students are interested in music as listeners. Music is seen to be the favorite for female rather than males.It is also seen that there is a direct relation between the income and the interest for music As the income increases the interest for music increases, too. As for the fine arts, almost all students are spectators.They do not take part in such activities.This depends on their environment, Their socio-economic situation and the educational level of their parents. But in terms of literature

we can say thet their interest is greater. Geographical differences are an important factor in their interest for fine arts becomes greater as opposed to the East. And it can be said that females are rather more interested in Fine Arts than males. Besides, the married students do not take fine arts as then leisure time activities compared with unmarried ones.The students who are married and with children spend less time for Fine Arts compared with students married without children.

Time Deveuted to Mass-Media

Man exist in the communication that he forms by thinking and telling the other what he has thought. This is the basis of social life. Therefore the other members of the society play an important role in limiting or expanding this mutual relationships. This intiraction,and the individual's experiences have gradually become complicated and effected one another. Conseguently there appears a process of rapid change to great masses of people. "It is only the developments in mass-communication that have been very powerful on man's way of life, and on their social behaviours" (Aşıkoğlu, 1962, p:310).

"Communication is a reflection of man's socialisation. Man has not become an "eagle" or "fish" to adapt to the storms, cold weather, lakes and seas, etc.. He has realised his adaptation through his socialisation (Oskay, 1982,p: 310).

Language not only enables human beings to communicate but also functions in handing down the social beliefs and values to the following generations visually and liter-

ally. "In the past knowledge was transfered orally. But with the invention of literate people has given way to the information transfer, which is the basis of today's complicated industrial society. Today with the satellites in the space communication among many different parts of tha wored has become possible (Cüceloğlu, 1977, p:308). Thus the individuals acquire the information which they will hand down to the following genarations. They also have common beliefs and thoughts and they share them. In this way they reinforce their culture and with the help of communication they organise their society. At this point the communication process and the mass-media become crucial.

This part deals with the Open Education Faculty students relationship with the mass-media and then tendency to use them in their leisure time.Briefly we can say that the Open Education Faculty students show the following characteristics in terms of use of the raido, films, newspapers, television and magazines: They take care of watching quality films during their free time. As for the news, 18% of them watch the news on TV, 11% hear them from the radio, 55% get the news from the newspaper and the rest have different ways of getting the news. In terms of the use of the raido the students like listening to music most. As for television it is seen that one person out of three watches every program. As for reading magazines and periodicals, students prefer mainly the ones including political news and actuality. The time these students spend for TV and the raido is 3 or 4 hours a day. It is also seen that 60% of the Open Education Faculty students read a newspaper daily, like the other university students.

Time Spent Aimlessly

This part deals with the students tendency to spend then time aimlessly. The findings can briefly be summarized as follows : About 70% of the students enjoy "home - visits" once in a while during their free time. This rate is the same for males and females. However for male students the tendency to spend their time at cafe's higher and for female students the tendency to spent their time with "home-visits " is higher. It is seen that 2/3 of the students are not interested in gambling and 1/3 of them spend time gambling once in a while.

Time Spend for Hobbies

Man enjoys some habits-except for then necessary needs- which are not related with his profession or education. These are habits some of which require spending money and having necessary knowledge in thet field and having patience etc. These are called hobbies. A hobby "covers a series of activities which the individual takes up as his leisure time activities (Tezcan, 1977, P:147). According to Butler there are three types of hobbies : Those which inform the individual (like travelling), those which are financially valuable for the individual (like collections) and those which help the individual for recreation (like cooking, knitting and sewing). These hobbies help people over come a passive way of life and activate them. In this way people can spend their leisure time in a more actively. In his research titled "The University Students Leisure Time Activities" Abadan states that "industrialised societies, hobbies are sort of educational tools which are helpful in completing the individuals education which can

be incomplete because of so many materials used in education. Therefore, they require specialised knowledge" (Abadan 1961, p:99).

This part of the study deals with the question of whether the Open Education Faculty students have such hobbies as feeling cats, dogs, birds or fish and collecting stamps, postcards, etc.

The question of "do you collect stamps, Postcards, photographs or coins? "has been answered as follows: 63% (5309) students state that they have no time for such activities. The distribution mof the students who spent their leisure time making collections is as such: 28% (2367) students : "Once in a while", 6% (544) students "Generally spend their free time for collecting" and 1% (117) students: "Always spend their free time for such activities". If the same question were asked in this way: "Did you use to collect stamps, postcards etc." The answer would have been different. Because people usually collect things when they are younger. However 35% of the students (of the control group) have stated that they find time for collecting things. It is seen that the rate of the students who always spend their leisure time with such activities is too low. Briefly, it can be said that hobbies are not among the popular leisure time activities. The rate of the students who spend time for hobbies is higher for females and for those who do not work out.

Time Spend for Developing Abilities

The question of "when you have spare time do you read books, encylopedias or do you attend lectures, seminars,

etc.? " has been asked to the control group. The answers to this question show that 51% of the students never have time for such activities. 85% of them have stated that they sometimes spend time for the above activities.Their distribution is as follows: 55% (4587) students : "Once in a while", 25% (2089) students : "generally" and 5% (390) students : "always spend their spare time with such activities". Therefore, it is seen that 4/5 of the Open Education Faculty students spends their leisure time for such activities. The rate of the students who never have time for such activities is higher among the male students.

PARTICIPATION or NON-PARTICIPATION IN LEISURE TIME ACTIVITIES

It can be said that the Open Education Faculty students tend to participate in leisure time activities in groups and 40% of the other university students take part in such activities alone. Finally it can be said that both groups have the tendency of participating in such activities. When the leisure time activities are thought as a whole it is seen that the students in the universities other than the Open Education Faculty students participate in these activities by "performing" them. This rate is 20% higher than the Open Education Faculty students take part in leisure time activities to develop then knowledge where as the other university students take part to enjoy themselves. There are some Open Education Faculty students who never take part in such activities. Their reasons are as follows : They have a conservative environment, their economic situation is poor and there is not an institution or expert which will guide them for such activities? The other uni-

versity students have also stated that their environment is conservative they have not sufficient facilities and that there is nobody or institution to guide them.The money spent for leisure time activcities increases as the monthly income of the Open Education Faculty students increases. Besides, it is seen that 2/3 of the Open Education Faculty students have enough facilities in their offices for leisure time activities.

THE STUDENTS EXPECTATIONS FROM THE OPEN EDUCATION FACULTY IN TERMS OF LEISURE TIME ACTIVITIES

Another question to be answered in this study is the question of the students expectations from their faculty in terms of their leisure time activities?

Most of the students have stated that Students centers (ÖKEM= Student Education and Culture Centers shortly it can be call as SECC), where cultural and artistic activities and health services are given, must be established. Those who think that such centers should be established reach to a rate of 34% (2886 students). The rate of those who chose these two alternatives (must and should is 80% of the students. That is to say, every four Open Education Faculty students out of five think that establishing student centers (ÖKEMs) is necessary. The rate of those who chose the alternative "There is no need for ÖKEM is only 2,5% (203) of the students. The rate of those who ticked the alternative "can be convenient" is 17% (1394) of the students.

Another question asked to determine how often the students benefit from these student centers is the following "If the student centers are established how often can you go and benefit from them?"31% (2500) of the students have stated that they will often" benefit from these centers. Those who state that they will "sometimes" go there makes up 45% (3698) of the students in the control group. Those who say that they will "always" go there makes up 11% of the students (887 persons). Totally over 80% of the students have stated that they will go to the centers for their leisure time activities. The rate of those who state that they will never go to these centers is 14% (1207 students). 19 students did not answer this question.

Another question related with the cost of services to the students in these centers is the question of : "Do you ever think of covering a part of the cost of services at these centers?" 47% (3924 students) of the students "I may", 13% (1091) : "Yes, I do" and 6% (521) : "Yes certainly". That is to say, 67% of the students have stated that they can cover a part of the services if necessary. The rate of those who have a negative attitude to this is 33% (2777). We can say that some of these students (2777) belong to the group who thinks that these centers are not necessary. And some of them belong to the group who say that they can not benefit from these centers. We can also say that some of the students think that "those centers should be opened and the state should finance them".

Another question asked in order to determine the tendency of working in these centers is the question of "Do

you think of working at these centers? The answers to this question is as follows: 45% (3732) of the students : "Yes I may", 23% (1946) of the students : "Yes I do" and 16% (1358) of the students: "Yes, definetly". The rate of those who state that they do not want to work at these centers is about 15% (1301students). This last group consists of those who think that they cannot benefit from these centers and those who think that these centers are not necessary. Another group is the ones who think that their job prevents them from coming to these centers.

So far it has been seen that most of the Open Education Faculty students think that the student centers are very important and that they want to work at these centers and want to cover a part of the service costs.

n the questionnaire there are questions related with sports and fine arts and folk dances : "Is it important for you to give place to sports activities in student centers?" is one of them. The answers to this question is a follows: 4% (350) of the students : It is not important", 27% (2256) of the students: It can be important", 39% (3245) of the students: It is important" and 29% (2436) of the students: It is very important". That is to say approximately 70% of the students think that the organisation of sporting activities is among the responsiblities of these centers.

"Do you think that theatrical activities should be given place at these centers?" When the answers to this question are considered it is seen that 37% (3119) of the students think that this is important an 22% (1844) think that this is very important. 5% (485) of the students think

that is not an important issue. 79 students did not answer this question. When the distribution of the students answers are considered. It is seen that with the help of these student centers students can be provided with such leisure time activities.

" Do you think folkloric activities should be given place at such centers?" From the answers to this question is seen that 55% of them think that such activities are very important. 34% (2869) of the students think that they are "important", 21% (1731) think that they are very important. 37% (3073) of them state that such activities can be important and 8% of the students said that (548) they are not important at all.

The question of whether "music studies should be given place at those centers" has been answered as follows: 20% (1698) students "This is very important" and 37% (3095) students "This is important". It is seen that over half of the students think that musical activities are not so important and not given too much emphasis 35% (2892) students have stated that this is necessary and 8% (640) students disagree with them.

The question of "Do you think leisure time activities for handmade objects should be carried out in the student centers?" has been answered as follows : 44% (3700) of the students : "It can be important", 29% (2046) of the students: "If is important" and 14% (1205) of the students: "If is very important". From the answers to the above questions it has been understood that the student Cultural and Educational Centers (ÖKEM), which will be

established by the Open Education Faculty should deal with such leisure time activities.

The question of "Do you think it is necessary to have seminars, lecture and panels at the student centers?" which is asked to see whether these activities are important for the students has been answered as follows: 51% (4266) of the students think that these activities are very important, and that 30% (2523) of them important and 16% (1304) think that these acticvities can be important. 2% (181) of the students do not like the idea at all. However, this distribution, shows that having such activities at the student centers will be liked by the majority of the Open Education Faculty students.

There five questions in the questionnaire related with the physical capacity of the student centers. The first question in this group is :"Do you think it necessary to have study rooms at these student centers?". The 56% (4731) of the countrol-group students state that they find it very important, 28% (2339) of them important. 12% (1011) of the students think that is can be important but 2% (189) of the them think are opposite.

Another question is this : "Do you like the idea that students should be provided with supplamentary TV, video, cinema, films and tapes in the rooms designed for watching and using them?". The answers are as follows: 57% (4743) of the students thinks that this is very important and 27% (2229) of them find this importanat.Thus, the rate of those who think that there must be rooms used for such activities reaches 84% and that of those who think that this can be important is 13% (1117). The rate of

those who do not think this is important is 2% (189). 104 students did not answer this question.

When the guestion of " Do you think it is necessary to have video and TV rooms at these centers?" is considered it is seen thet the answer are rather different: 27% (2254) of the students thinks that it is necessary to have such rooms.32% (2669) of the students say they'd better such rooms and 30% (2550) say that they might as well have such rooms but 10% (839) of them states that such rooms are not necessary. It is understood from the answer that students find these rooms necessary for studying activities rather then leisure time activities.

Another question related with the places where the necessary documents, notices could be displayed has also been asked : "Do you think it is important to have places at these centers where you can display projects, caricatures, photographs,pictures and books, etc?". The answers are as follows : 37% (3088) of the students : " It is important", 27% (2245) of the students: " It is very important", 32% (2675) of the students: " It can be important" and 4% (293) of the students: " It is not necessary at all". The question about having a cafeteria at these centers is that of"Do you think it is necessary to have a cafeteria for having some tea and having a nice chat at these centers?. The answers are as follows: 32% (2642) of them :"It is absolutely necessary", 32% (2708)of them :"It is necessary", 28% (2361) of them: "It can be important" and 7% (594) of them: "It is not necessary at all". From the answers it has been understood that most of Open Education Faculty student consider having rooms for studying and for leisure time activities necessary.

The question of "Do you think it is necessary to give psychological help to the students at these centers?" has been asked to see whether such services are wanted by the students. The answers to this question are as follows: 41% (3445) of them find these services: "Very important", 29% (2424) of them find these services: "Important", 24%(2046) of them find these services: "Helpful" and 4% (367) of them find these services: "Not important at all".

The question of "Do you think it is necessary to give advisory services at the centers?" has been answered as follows: 62% (5168) of them find these services : "Very necessary", 25% (2115) of them find these services : "Necessary", 10% (807) of them find these services: "Helpful" and 2% (158) of them find these services: "Not necessary at all". It is seen that the students expect their institution to help them in terms of their leisure time activities throught these centers.

The students also expect their institution to help them in finding their jobs. The questions related with this is this : "Do you think the student centers should serve the students in terms of finding jobs, providing fringe benefits, etc?" The answers are as follows: 77% (6426) of them thinks that this is :"Very important", 13% (1121) of them thinks that this is: "Important", 7% (545) of them thinks that this is: "It can be considered important" and 1% (85) of them thinks that this is: "It is not important at all".

As understood from the answers to these questions, the Open Educüation Faculty students find the student centers very functional in terms of health services and cultu-

ral activities. The rate of the students who want to benefit from the centers is around 80%. Half of the students tend to support these centers financially. It has also been observed that if such activities as sports, folklore and the like are given place at these centers there would be a great participation by the students. Besides students find the rooms for watching TV and video very useful for educational purposes. As for the facilities for finding job, the rate of students who want this is around 92% Another services the students expect is the activities organised for their psychological and personal problems. They also want the advisory services to be organised through these centers. This study has dealt with the question of the tendency of the Openr Education Faculty students in spending their leisure time and that of their expectations from their faculty in terms of leisure time activities. The results of the guestionnaires have been compared with the findings of other researches carried out on the university students.

CONCLUSION

In this study, which is a research on the Open Education Faculty students, (who registered the programs in the year 1982-83 and are now 1985-86 fourth-year students) the question of whether these students have a lot of free time and that of their tendencies in their leisure time activities have been discussed.

The Open Education students are those who are a bit older than the other university students and who are mar-

ried in general and who work out that is to say economically independent. 1/3 of them live in the country-in towns and villages.

1/3 of the Open Education Faculty students are females and the rest are males. Over half of the students attend "Economy" program and the rest "Management" programs in the university. It is seen that their families are not well-to-do families and that the educational level of their parents is not high in comparison with those of the other university students. It is also seen that the Open Education Faculty students regard their families more democratic in terms of "freedom " and "taking decisions".

Over half of the students have stated that they have a study of their own best that they cannot study regularly. At this point it is seen that there is a negative relationships between working out and studying. In other words, the more the period of working gets the less the period of working gets the less the period of study becomes.Around 60% of the students have stated that they have not enough free time. This fact shows that the idea that the Open Education Faculty students are those who have too much free time is wrong.

As for the leisure time activities, it is seen thet 45% of the Open Education Facilty students like watching sporting activities and that 37% like doing sports themselves. It is also observed that such activities are more common among males and thet those who are doing sports have a higher financial income . The rate of the other university students doing sports is 25% and that of those who like watching sporting activities is 70%. This shows that the

Open Education Faculty students participate in these activities more than the other university students.

The Open Education Faculty students do not show the expected tendency for fine arts. This is because of the familes financial position and the parents educational level, and the like. This is the same for the other university students. Therefore , we can say that in Turkey there is not a relation between the university students and fine arts as expected. It has been observed that the interest shown to literature is a bit higher than the others.

The Open education Facutly students are interested in the use of media for their leisure time activities. It is seen that they spend a period of 1-4 hours a day to listen to or watch the news, to read the newspaper and the like. However, there is not a difference between the Open Education Faculty students and the other university students in terms of reading newspaper daily. The rate of the students who read newspapers everyday in both groups is 60%.

It has been observed that the Open Education Faculty students can sometimes spend their leisure time aimlessly. That is , female students spend their time at "home - visits" with their frieds and male students spend their time at cafes. It is seen that 2/3 of these students never gamble and 1/3 of them "once in a while " gamble.

The Open Education Faculty students do not usually spare their time for their hobbies. It is seen that this depends on the age and the working of the students. As

the age level of the students increase the period spent for activities becomes less.

The activities for developing abilities are considered important by the Open Education Faculty students. However, the tendency for such activities is higher for students who do not work out.

It is also seen that both the Open Education Faculty students and the other university students have a tendency to participate leisure time activities in groups. But this interret is higher among the Open education Faculty students.

There are similarities among the reasons why the Open Education Faculty students participate or not participate in leisure time activities and those of the other university students. For the Open Education Faculty students such activities are helpful in having a new circle of friends, developing their abilities, etc. Whereas for the university students such activities, the following factors are put forward: the conservativeress of their enviroment the insufficiency of their financial position, the lack of persons who will guide themselves. The other university students have stated that the following two factors are influential on their non - participation : Their environment and the lack of persons who will guide them.

It is seen that the amount of money spent for leisure time activities depends on the monthly income of the families. Because among those who work out and those families income is higher the amount of money spent for such activities is higher.

The Open Education Faculty students think that the student centers (ÖKEM'S) and the servives they will offer are very important. The rate of the students who would like to have such centers is araund 80% Besides half of the students have stated that they can financially support these centers and that they can take part in the establishment of these centers.

It is seen that the participate to the leisure time activities such as fine arts, sports and the like on the condition that such activities are given place at these centers. Also 90% of the students expect that these centers will help them find their jobs. Among the services experted from these centers are advisory services and psyhological help services.

SUGGESTIONS

This part includes the suggestions for the Open Education Faculty Students leisure time activities and for further studies.

Suggestions For Leisure Time Activities

The Open Education Faculty students are in need of students Culture Education Centers (ÖKEM) for their leisure time activities. They have stated that they can take part in the services which will be carried out by these centers and that they can financially contribute to the center. This shows that there is a great need for these centers. The answers to the related questions have indicated that the

establishment of these centers is necessary. As indicated in the conclusion part of the study the students rate of interest in fine arts is below what is expected. This is the same for also the other university students. Therefore, the establishment of these student Education Centers can be a solution to this problem. These centers can help student in such leisure time activities such as theatre, music, folklore, craftsmanship, photography, exhibitions etc. Thus, these centers can help realiase the idea of Distantce Education in Turkey.

It is necessary to establish a unit in the university, which will observe the services given by these centers and assess them.

This unit will also be responsible for the activities organised by the students and graduates to be carried out successfully.

These centers should also organize such activities as learning through video. In this way the students can reinforce what they have watched on TV and read in the books. This is especially necessary for language courses. Through the use of video quality films can be shown and in this way the students can be helped in terms of their cultural background.

With the help of the data collected in such studies project work should soon be started. These projects should include long term objectives and plans.

With in medico-social services the organisation of such activities as health and help with personal and social prob-

lems should be carried out. Besides, meetings should be organised so that students and the lectures can get to know each other better.Such activities are considered to be necessary for the solution of the students problems.

With the help of these centers young people can from groups with their friends and their relations can continue after graduation. This will provide them with socialisation process.

The administrators of the students who work out are expected to have on understanding for the contemporary idea of administration so that they can help these students in terms of the facilities of the organization.

With the help of these centers students should be trained to be active and energetic individuals taking part in social life. In this way their idea of the concept of leisure time will improve and become more refined. And the students will become enlightened and intellectual individuals.

On the other hand the teaching staff who will be employed at these centers must carefully be decided by the university. They must be , first of all, the followers of Kemalist doctrines. They must be people who are active , energetic and having such characteristics as leadership , understanding, respecting others and being national.

Since the first place the Open Education Faculty students contact with is their faculty (The Open Education Faculty), their expectations from the faculty have been determined in this study through the related questions.

However, sometimes their expectations go beyond the organization of the faculty within the framework of the Turkish Higher Education Organization. Therefore , there one many topics which require not only the faculty's but also the university's organisation, decisions and sugestions. These expectations can be considered to be those of the other university students all over Turkey.

Therefore, it should be born in mind that the organization, decisions and suggestions for these expectations require the support of not only the other universities beet also that of the institutions other than universities.

Suggestions for Further Studies

Researches such as this present study should regularly be repeated. In this way expertments can be carried out in terms of the changes in the mass of Open Education Faculty students mass and the sufficiency of the measures taken so far.

The need for the analysis of different leisure time activities should be announced . This is necessary for the solution of problems.

The relationship between the students and the student centers should be studied and this relationship should be carefully examined.

The comparison of the Open Education Faculty students and the other university students in Economics and Business administration department in terms their leisure time

activities should be made through the use of same questionnaires.

It is also considered necessary to follow and compare the studies on Distance Education students leisure time activities in the other countries.

SUMMARY

Today man's anxiety for planning his time (other than the time for sleeping) and the activities he performs other than those for his necessary needs can be called Leisure Time Activities. The need for planning man's time interests almost all societies in the world today. In the countries which are gradualy becoming industrialised, the process of automation helps human beings have more increases. Today the important questions for man is how to evaluate his leisure time in the way he wants to evaluate. Because he may be deceived by the other people in society or by mass-media. Especially, those who are less educated can be more easily deceived. The differences between the educated people and the less educated ones in terms of leisure time activities have beeen studied in this present study. In other words the aim of this study is to present the Open Education Faculty students tendencies for their leisure time activities. This study has been carried out on approximately 10.000 students.

The study consists of four chapters. The first chapter summarizes the phases of the conflict between man versus nature. And in terms of the relation between man and his leisure time activities it introduces the "modern man" experiencing social change due to technological devel-

opment of man and his superiority over nature and the combination of his culture and technology. In parallel to this change his view of life would change and he would start evaluating his leisure time differently. The second chapter present methot which includes the data and the data collection and the subjects of the study.

The third chapter covers the findings of the questionnaire surveys and the related comments an these results. This chapter includes also the previous studies carried out so far on this field to in order to make a comparison with the other university student. The fourth chapter includes conclusion and the summary of the study.

This present study has also aimed at collecting data necessary for the socity, educational institutions , youth organisations, communication experts, mass-media administrators and the Anadolu University Administration. Therefore the problem of the study can briefly be summarized as such: In this study the Open Education Faculty Economics and Business Administration students expectations from their faculty (Open Education Faculty) in terms of their leisure time activities and the use of their leisure time?"

The study has only dealt with the fourth-year students because it is felt that those students would grasp the meannig of leisure time better than the others.

The data was collected with the help of the questionnaires mailed to the students in January 1986. The students are those who were the fourth-year students in 1985-86.

With the help of the findings obtained through the study the Open Education Faculty students leisure time activities and their tendencies for such activities have been determined. And it has been aimed to find out how important for the students the establishment of student centers and the organisation of leisure time activities at these centers.

The question of "How do the Open Education Faculty Students use their time at work, some have free hours less than two hours on average every day, and some spend their leisure time before TV and the other mass-media. The answer have also indicated that the majority of students have a tendency for sporting activities rather than fine arts and that they also have a tendency for cultural activities.

With the question of the relationship between the Open Education Faculty students tendencies for leisure time activities and their personal social and ecomomic characteristic it is seen that the financial position of the families, the environment and the region they live in and their parents educational level are all important factors in students leisure time activities.

The answers to the question of their expectations from the Open Education Faculty have stated that they all want the student center to be established and the majority of them are willing to take part in the organisation of the services at the centers and in the financial support of these centers.

The Open Education Facuty students have stated that like the other university students - they need leisure time activities which do not require to spent too much money. It is belived that if these young people are helped in this way , we are going to have a society consisting of more healthy individuals full of love for Atatürk and desire for contemporary civilisation.

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